Reception Reading

Term	RWI Inc Groups	RWI iInc Sounds		
End of autumn 1	Group b	15 set one sounds		▪ ELG: Comprehension – Children at the expected level of development will: – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; – Anticipate – where appropriate – key events in stories; – Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
End of autumn 2	Group C	All set one sounds		▪ ELG: Word Reading – Children at the expected level of development will: – Say a sound for each letter in the alphabet and at least 10 digraphs; – Read words consistent with their phonic knowledge by sound-blending; – Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
End of spring 1	Ditty	All set one sounds		
End of spring 2	Red	Set one Special friends		▪ ELG: Writing – Children at the expected level of development will: – Write recognisable letters, most of which are correctly formed; – Spell words by identifying sounds in them and representing the sounds with a letter or letters; – Write simple phrases and sentences that can be read by others.
End of summer 1	Green	First 6 set two sounds		▪ ELG: Speaking – Children at the expected level of development will: – Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; –Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; – Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
End of summer 2	Green/Purple	First six set two sounds		

Autumn	Spring	Summer
I can match most of the phase 2 letters and sounds	I can match all phase 2 single letters and sounds I can match all phase 3 single letter and sounds I can start to identify some digraphs	1 I can match the letter and sound for all phase 2 single sounds and digraphs I can match the letter and sound for at least 10 phase 3 digraphs
I can say the phase 2 sounds in CVC words I can start to blend the sounds together	I can segment the sounds in CVC words for reading I can blend the sounds in CVC words for reading	2 I can read CVC words containing phase 2 sounds I can read CVC words containing known digraphs
I can segment and blend CVC words I can read most of the phase 2 tricky words I am starting to read captions e.g. the cat and the dog	I can segment and blend simple words matched to my phonics knowledge I can read captions I can read phonics matched tricky words	3 I can read simple sentences and books matched to my phonics I can read tricky words from phases 2 and 3 confidently

By the end of Reception, pupils should be able to:
- read and understand simple sentences.
- use phonic knowledge to decode regular words and read them aloud accurately.
- also read some common irregular words.
  demonstrate understanding when talking with others about what they have read..

Year 1 Reading			Decoding and word understanding	Attitudes to reading	Comprehension	Suggested Text Questions
Term	RWInc Group	RWI Sounds				
End of autumn 1	Purple	First six set two sounds	▪ apply phonic knowledge and skills as the route to decode words ▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings ▪ read other words of more than one syllable that contain taught GPCs ▪ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	▪ Participate actively in listening and sharing a wide range of books ▪ Choose to read and say what they have enjoyed about the text	▪ Vocabulary – Discuss word meanings, making links to known vocabulary. ▪ Infer – In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something. ▪ Predict – With support – can link own experiences to what they read. ▪ Make predictions about reading: from a title and front cover of a book and on the basis of what has been read so far ▪ Explain – their preferences, thoughts and opinions about a text, and what is happening so far ▪ Retrieve – Answer simple, information retrieval questions about texts. ▪ Raise simple questions about texts they read and that are read to them. ▪ Sequence – the key events in a story – recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart	
End of autumn 2	Pink	All of set two sounds				
End of spring 1	Orange	All of set two sounds				
End of spring 2	Yellow	First six set three sounds				
End of Summer 1	Yellow	First six set three sounds				
End of summer 2	Blue	set three sounds				
By the end of Year 1 children at expected: Phonically decodable texts ▪ Take Home Yellow/Blue ▪ Book Band – Blue, Green, Orange ▪ ▪ WPM END OF YEAR 60 WPM ACCURACY						Vocabulary: ▪ What does the word ……….mean in this sentence? ▪ Find and copy a word which means ▪ What does this word or phrase tell you about………? ▪ Which word in this section do you think is the most important? Why?

– 90-95% (Ind) Year 1 Common Exception Words the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	▪ read aloud accurately books that are consistent with their developing phonic ▪ knowledge and that do not require them to use other strategies to work out words ▪ re-read these books to build up their fluency and confidence in word reading.		▪ understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher ▪ checking that the text makes sense to them as they read and correcting inaccurate reading ▪ discussing the significance of the title and events ▪ participate in discussion about what is read to them, taking turns and listening to what others say ▪ explain clearly their understanding of what is read to them.	▪ Which of the words best describes the character/ setting/ mood etc? ▪ Can you think of any other words the author could have used to describe this? ▪ Why do you think is repeated in this section? Inference: ▪ Why was……. feeling ? ▪ Why did ……..happen? ▪ Why did ………. say ……. ? ▪ Can you explain why …… ? ▪ What do you think the author intended/was trying to show when they said ? ▪ How does……. make you feel? Predict: ▪ Look at the book cover/blurb – what do you think this book will be about? ▪ What do you think will happen next? ▪ What makes you think this? ▪ How does the choice of character or setting affect what will happen next? ▪ What is happening? ▪ Do you like this story/book? Why?

By the end of Year 1, pupils should be able to:
- Identify which words appear again and again.
- Recognise and join in with predictable phrases.
- Relate reading to own experiences.
- Re-read if reading does not make sense.
- Re-tell with considerable accuracy.
- Discuss significance of title and events.
- Make predictions on basis of what has been read.

- Make inferences on basis of what is being said and done.
- Read aloud with pace and expression, i.e. pause at full stop; raise voice for question.
- Recognise: capital letters full stops question marks exclamation marks
- Know why the writer has used the above punctuation in a text.
- Know difference between fiction and nonfiction texts.

Year 2 Reading			Decoding and word understanding	Attitudes to reading	Comprehension	Suggested Text Questions
Term	RWI Group	Sounds				
Autumn 1	Blue	Set 3 sounds	▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ▪ read accurately words of two or more syllables that contain the same graphemes as above ▪ read words containing common suffixes ▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	▪ Read independently, demonstrating increasing stamina. ▪ Show developing preferences through book choice.	● Vocabulary – Discuss and clarify the meaning of words to understand texts further. In familiar books, check that it makes sense. ● Infer – Make inferences from texts that they read themselves, on the basis of: what's being said and done, cause and effect drawing on what they already know or on background information or vocabulary (provided by the teacher). ● Predict – what might happen on the basis of what has been read so far. ● Explain – their preferences, thoughts and opinions about a text ● Retrieve – Answer simple, information retrieval questions about texts.	Prediction ▪ What do you think happened before? ▪ What do you think will happen after? ▪ What do you think the last paragraph suggests will happen ▪ next? Inference - Who is your favourite character? Why? - Why do you think all the main characters are girls in this book? - Would you like to live in this setting? Why/why not? - Is there anything you would change about this story? - Do you like this text? What do you like about it?
Autumn 2	Grey	All sounds				
Spring 1	Grey	All Sounds				
Spring 2	Comp	All Sounds				
Summer 1	Comp	All Sounds				
Summer 2	Comp	All Sounds				
By the end of Year 2 children at expected ▪ Phonically decodable texts – Take Home Book – Blue/Grey ▪ Book bands – gold+						

WPM – end of year 90 wpm accuracy – 90-95% (ind) Year 2 Common Exception Words door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ▪ re-read these books to build up their fluency and confidence in word reading. 1. Apply phonic knowledge and skills to decode words 2. Blend accurately and speedily using known graphemes 3. Re-read with fluency and confidence 4. Read accurately 5. Recognise when a word does not make sense 6. Read common exception words accurately.		• Raise simple questions about texts they read and that are read to them. • Sequence – Identify and explain the sequence of events in texts. Language for effect ▪ Identify simple literary language in stories and poetry. ▪ Discuss favourite words and phrases and their impact on the meaning. Themes and conventions ▪ Identify key aspects of texts, e.g. fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary ▪ With support, justify personal response to texts.	Evidence - What kind of text is this? Who did…..? Where did…..? When did…..? - What happened when…..? Why did ……..happen? - How did … ? - How many…? What happened to……? Sequencing ▪ Can you number these events 1-5 in the order that they ▪ happened? ▪ What happened after ? What was the first thing that happened in the story? ▪ Can you summarise in a sentence the opening/middle/end of the story? ▪ In what order do these chapter headings come in the story?

By the end of Year 2, pupils should be able to:
▪ Recognise simple recurring literary language.
▪ Read ahead to help with fluency and expression.
▪ Comment on plot, setting and characters in familiar & unfamiliar stories.
▪ Recount main themes and events.
▪ Comment on structure of the text.
▪ Use commas, question marks and exclamation marks to vary expression.
▪ Read aloud with expression and intonation.
▪ Recognise: commas in lists o apostrophe of omission and possession (singular noun)
▪ Identify past/present tense and why the writer has used a tense.
▪ Use content and index to locate information.
Should be:
• Secure with year group phonic expectations.

Year 3 Reading	Decoding and word understanding	Attitudes to reading	Comprehension	Suggested Text Questions
By the end of the year – Year 3 • Book Band – Brown/Grey • Reading Age – 8 WPM End of Year • Wpm – 100 • Accuracy – 95% (ind) Year 3 / 4 Common Exception Words See Appendix	• Decode most new words outside of spoken vocabulary. • Read longer words with support. • Use the context of a sentence to read unfamiliar words. • Self -correct consistently • Read simple chapter books independently and silently.	• Read for a range of purposes independently. • Choose appropriate texts with support. • Demonstrate engagement with reading: - reading for sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form	Vocabulary - discuss and clarify the meaning of words to understand texts further. - use dictionaries to check the meanings of words they have read. Infer - draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience. Predict - what might happen from details stated and implied based on: ▪ content ▪ simple themes/ text types ▪ Justify predictions with evidence Explain - their preferences, thoughts and opinions about a text Retrieve - ask and answer questions to improve understanding of a text. Summarise - identify main ideas drawn from more than one paragraph and summarise these. - Retrieve and record information from non-fiction. Language for Effect - Identify language, structural and presentational features of texts	Vocabulary What do the words …..and …… suggest about the character, setting and mood? Which word tells you that…..? Which keyword tells you about the character/setting/mood? Find one word in the text which means…… Find and highlight the word that is closest in meaning to……. Find a word or phrase which shows/suggests that…… Find and copy a group of words which show that… How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of …… show that they are…….. How can you tell that……What impression of …… do you get from these paragraphs? Predict: From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think… will happen? Yes, no or maybe?

| | | | and discuss how they contribute to the meaning.
- Discuss words and phrases that engage the reader.
- Give extended explanations of the impact of language choices on meaning.
Themes and Convention
- Begin to make connections between texts.
- Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.
- Begin to identify conventions of different types of writing.
- Comment on the use of conventions in different types of writing. | Explain your answer using evidence from the text.

Explain:
(Explain how content is related and contributes to the meaning as a whole.
Explain how meaning is enhanced through choice of language.
Explain the themes and patterns that develop across
the text |

By the End of Year 3
WORD READING
- Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books).
- Read at a speed sufficient for them to focus on understanding.
- Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound.
- Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.
- Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.

COMPREHENSION
Sufficient evidence shows the ability to…
- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.
- Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays – sometimes at a level beyond that which they can read independently.
- Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features.
- Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a nonfiction book is often organised and presented.
- Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.

- Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.
- Predict what might happen from details stated and implied.
- Explain the meaning of words in context;
- use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.
- Retrieve and record information from nonfiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.
- Discuss words and phrases that capture the reader's interest and imagination.

During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

Year 4 Reading	Decoding and word understanding	Attitudes to reading	Comprehension	Suggested Text Questions

Year 4
-Book Band
Grey/Dark Blue
 	
Reading Age - 9+
 	
WPM End of Year
• Wpm - 115
Accuracy - 95% (ind)
 	
Year 3/4 Common Exception words
 	
See Appendix
	• Decode most new words outside of spoken vocabulary.
	• Read longer words with support.
	• Use the context of a sentence to read unfamiliar words.
	• Self -correct consistently
	   o Read simple chapter books independently and silently
		• Read for a range of purposes independently.
		• Choose appropriate texts with support.
		• Demonstrate engagement with reading:
		  - reading for sustained periods of time
		  - complete books
		  - engaging actively in book discussion
		  - respond to reading in a written form
			Vocabulary
			- discuss and clarify the meaning of words to understand texts further.
			- use dictionaries to check the meanings of words they have read.
			
			Infer
			- draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience.
			
			Predict
			- what might happen from details stated and implied based on:
			▪ content
			▪ simple themes/ text types
			▪ Justify predictions with evidence
			
			Explain
			- their preferences, thoughts and opinions about a text
			
			Retrieve
			- ask and answer questions to improve understanding of a text.
			
			Summarise
			- identify main ideas drawn from more than one paragraph and summarise these.
			
			- Retrieve and record information from non-fiction.
			
			Language for Effect
			- Identify language, structural and presentational features of texts and
				Vocabulary
				What do the words ……and …… suggest about the character, setting and mood?
				Which word tells you that…?
				Which keyword tells you about the character/setting/mood?
				Find one word in the text which means……
				Find and highlight the word that is closest in meaning to……
				Find a word or phrase which shows/suggests that……
				
				Inference
				Find and copy a group of words which show that…
				How do these words make the reader feel?
				How does this paragraph suggest this?
				How do the descriptions of …… show that they are……
				How can you tell that……?
				What impression of …… do you get from these paragraphs?
				What voice might these characters use?
				What was ….
				Thinking when….
				Who is telling the story?
				
				Prediction:
				From the cover what do you think this text is going to be about?
				What is happening now?
				What happened before this?
				What will happen after?
				What does this paragraph suggest will happen next?
				What makes you think this?

			discuss how they contribute to the meaning. - Discuss words and phrases that engage the reader. - Give extended explanations of the impact of language choices on meaning. Themes and Convention - Begin to make connections between texts. - Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices. - Begin to identify conventions of different types of writing. Comment on the use of conventions in different types of writing.	Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. Explain and use evidence: (Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience)

By the End of Year 4
WORD READING
Sufficient evidence shows the ability to...
- Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.
- Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.
- Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.
- Prepare poems and play scripts to read aloud and perform.
Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.

COMPREHENSION
Sufficient evidence shows the ability to...
- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references.
- Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and
- performed) and plays.
- Begin to justify comments.
- Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features.
- Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script;
- know how information is signposted in reference books.

- Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.
- Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.
- Draw comparisons.
- Predict what might credibly happen from details stated and implied.
- Explain the meaning of words in context; use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and habitually re-reading.
- Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story
- Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.
- Retrieve and record information from non-fiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character.
- Discuss words and phrases that capture the reader's interest and imagination.

During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.

Year 5	Decoding and word understanding	Attitudes to reading	Comprehension	Suggested Text Questions
- Book Band Level – Dark Blue - Reading age 10+ WPM End of Year - Wpm – 130 Accuracy – 95% (ind) Year 5/6 Common Exception words See Appendix	• Read age-appropriate books with confidence and fluency, including whole novels • Use a range of reading strategies to work out any unfamiliar word. • Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.	• Read a broader range of texts including those from literary heritage and more challenging texts. • Recommend books they have read to their peers, giving reasons for their choices. • Demonstrate continuing engagement with reading; • reading for sustained periods of time • complete a wider range of more challenging and lengthier books • engage actively in book discussions with and without adult support.	Vocabulary – Give the meaning of words in context. Explore and explain the meaning of words in context. Distinguish between fact and opinion. Clarify concepts and ideas at sentence, paragraph and whole text level. Infer Make inferences drawn from across and between texts and justify with evidence.	Explanation Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of ….. effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What affect does…… have on the audience? How does the author engage the reader here? Which words and phrases did ….. effectively? Which section was the most interesting/exciting part? How are these sections linked? Retrieval: How would you describe this story/text?

		• Respond to reading in a written form, beginning to develop a critical stance.	Use PJE (Point, Justify, and Explain) to support inferences. Predict Predict what might happen from details stated and implied based on: - themes - conventions - knowledge about the author - genres	What genre is it? How do you know? How did…? How often…? Who had…? Who is…? Who did….? What happened to…? What does…. do? How.…. is …… ? What can you learn from…… from this section? Give one example of…… The story is told from whose perspective? <u>Summarise:</u> Can you number these events 1-5 in the order that they happened? What happened after……? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?

By the end of Year 5, pupils should be able to:
WORD READING
Sufficient evidence shows the ability to…
- Fluently and automatically read a range of age appropriate texts from the following: modern fiction and those
- from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.
- Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.
- Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.
- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the
- meaning clear.

COMPREHENSION
Sufficient evidence shows the ability to…
- Read and enjoy a growing repertoire of texts, both fiction and non-fiction.
- Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
- Recommend books they have read to their peers, giving reasons.

- Discuss and comment on themes and conventions in a variety of genres.
- Read and recite age-appropriate poetry.
- Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.
- Discuss their understanding of the meaning of words in context, finding other words which are similar.
- Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.
- Readily ask questions to enhance understanding.
- Make comparisons within and across texts.
- Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.
- Distinguish fact from opinion with some success.
- Retrieve, record and present information from non-fiction texts.
- Summarise main ideas from more than one paragraph, identifying key details which support these.
- Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging
- others' views courteously.
- Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

Year 6	- Decoding and word understanding	- Attitudes to reading	Comprehension	Suggested Text Questions
- Book Band Level Dark Red - Reading age 11+ WPM End of Year • Wpm - 140 Accuracy - 95% (ind) Year 5/6 Common Exception words See Appendix	• Read age-appropriate books with confidence and fluency, including whole novels • Use a range of reading strategies to work out any unfamiliar word.	• Read a broader range of texts including those from literary heritage and more challenging texts. • Recommend books they have read to their peers, giving reasons for their choices. • Demonstrate continuing engagement with reading:	Vocabulary – Give the meaning of words in context. Explore and explain the meaning of words in context. Distinguish between fact and opinion. Clarify concepts and ideas at sentence, paragraph and whole text level.	Explanation Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of ….. effective? The mood of the character changes throughout the text. Find and copy the phrases which show this.

	• Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.	• reading for sustained periods of time • complete a wider range of more challenging and lengthier books • engage actively in book discussions with and without adult support. • Respond to reading in a written form, beginning to develop a critical stance.	**Infer** Make inferences drawn from across and between texts and justify with evidence. Use PJE (Point, Justify, and Explain) to support inferences. **Predict** Predict what might happen from details stated and implied based on: - themes - conventions - knowledge about the author - genres	What is the author's point of view? What affect does..... have on the audience? How does the author engage the reader here? Which words and phrases did ..... effectively? Which section was the most interesting/exciting part? How are these sections linked? <u>Retrieval:</u> How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did....? What happened to...? What does.... do? How..... is ...... ? What can you learn from...... from this section? Give one example of...... The story is told from whose perspective? <u>Summarise:</u> Can you number these events 1-5 in the order that they happened? What happened after.......? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?

By the end of Year 6, pupils should be able to:

WORD READING

- Sufficient evidence shows the ability to…
- Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.
- Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.
- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

COMPREHENSION

Sufficient evidence shows the ability to…

- Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.
- Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and
- fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
- Recommend books to others, giving reasons for their choices; state preferences.
- Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.
- Demonstrate that they have learned a wide range of poetry.
- Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.
- Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.
- During discussion, ask pertinent questions to enhance understanding.
- Make accurate and appropriate comparisons within and across different texts.
- Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.
- Distinguish between fact and opinion.
- Retrieve, record and present information from non-fiction texts.
- Identify key details which support main ideas; summarise content drawn from more than one paragraph.
- Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.